**Annotating a Text Rubric**

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| A | 25-23 | Very well-annotated. Commentary notes author’s structural and stylistic choices throughout. Information from class lessons is integrated into notes when appropriate. Notes reflect a keen observation of argument and/or purpose and take notice of flaws when appropriate. Annotations exhibit deep critical thinking skills. |
| B | 22-20 | Student has annotated thoroughly, but many notes summarize or question the author’s message. Student has attempted to note structural and stylistic choices, but these notes are infrequent or not as astute as an “A.” |
| C | 19-18 | Annotations are not as frequent or thorough as expected. Notes are generally paraphrasing or questioning in an effort to understand the basic message. Student may make some loose connections. Observations are not particularly deep and/or some notations may be incorrect. |
| D | 17-15 | Annotations are very limited in scope and volume. Student makes some loose connections/observations, but none of these are particularly deep. Some notations may be incorrect. |
| F | 14-0 | Student has shown very little effort to annotate. Text is highlighted/underlined/circled, but very few notations are made to demonstrate thinking. Any annotations present fail to show any complex thinking. |

**Annotating a Text Rubric**

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| A | 25-23 | Very well-annotated. Commentary notes author’s structural and stylistic choices throughout. Information from class lessons is integrated into notes when appropriate. Notes reflect a keen observation of argument and/or purpose and take notice of flaws when appropriate. Annotations exhibit deep critical thinking skills. |
| B | 22-20 | Student has annotated thoroughly, but many notes summarize or question the author’s message. Student has attempted to note structural and stylistic choices, but these notes are infrequent or not as astute as an “A.” |
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